



# Nebraska Regional MAP Member's Mtg. - Feb. 2011

1. Intro & Welcome
2. Updates
3. Lessons from the Field: Sharing Data  
with Parents
4. Lunch
5. Breakout Sessions



# NWEA Conferences

- “Forward 2011” - Charlotte, NC April 7-8
- National Education Policy Conference for transforming change
- Connect with other leaders from across the country and shape ideas, best practices and policies that will move education forward
- Speakers:
  - Thomas Guskey, Professor UKY, Consultant and Author
  - John Wilson, NEA Director
  - Mak Mitchell, New York City Schools

**Money alone won't transform  
education.  
We will. Together**

# NWEA Conferences

- Fusion 2011 - Portland, Or.
  - June 29 – July 2
  - Annual NWEA Member's Conference
  - Make great connections
  - Insightful Sessions
  - Great Keynote Speakers
- NWEA Midwest Conference - Minneapolis, Mn
  - Last week of July
  - Local School organizers from Midwest States

# NWEA & the Common Core Standards

- NWEA supports the concept & processes that went into the creation of the CCS
- NWEA was at the table to help develop the CCS
  - Presented an analysis of the draft
  - Proposed standards for inclusion
- Preparing to align our assessments with the CCS
  - 2011 – release V1 of CCS assessments (multiple choice)
  - 2012 - release V2 of CCS assessment (enhanced items)

# The Nebraska Custom NSSRS Report

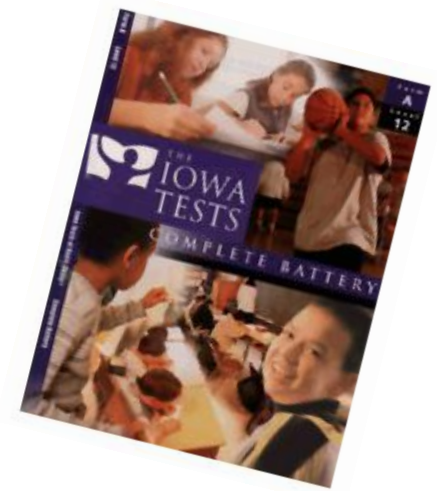
- NWEA will provide a custom report for NRT reporting in the months of May/June.
- Encourage schools to use State ID on next MAP assessment CRF
- Two formats:
  - excel spreadsheet
  - CSV
- Cost: \$150
- Use the form provided today – give to Susan

**Nebraska Student and Staff Record System**  
**<http://www.education.ne.gov/nssrs>**

# MAP/NeSA Linking Study

- NWEA will conduct a “linking study” between the MAP assessment and NeSA this fall.
- Correlation study to determine RIT scores by grade that identify performance levels on NeSA.
- Math state-wide NeSA this spring – cut scores determined by fall
- Starting in October, NWEA will ask for data files of NeSA data from MAP Member Schools
- Be looking for an email from NWEA in the fall

# Iowa LINKING STUDY



A Study of the Alignment of the NWEA RIT Scale  
with the Iowa Test of Basic Skills for Iowa Students

August 2010

The Kingsbury Center at Northwest Evaluation Association

**Now Posted on the MISIC web site**

# A STUDY OF THE ALIGNMENT OF THE NWEA RIT SCALE WITH THE ITBS FOR IOWA STUDENTS

KINGSBURY CENTER AT NWEA

AUGUST 2010

To perform the analysis, we linked together state test and NWEA test results for a sample of 9883 Iowa students from 22 schools who completed both exams in the fall of 2007, 2008, or 2009. The Iowa state test can be administered in any season, but most students take the test in the Fall. For the Fall season, an equipercentile method was used to estimate the RIT score equivalent to each state performance level. For Spring, we determined the percentage of the population within the selected study group that performed at each level on the state test and found the equivalent percentile ranges within the NWEA dataset to estimate the cut scores. For example, if 40% of the study group population in grade 4 mathematics performed below the proficient level on the state test, we would find the RIT score that would be equivalent to the 40<sup>th</sup> percentile for the study population in the 3<sup>rd</sup> grade for the year before (this would not be the same as the 40<sup>th</sup> percentile in the NWEA norms). This RIT score would be the estimated point on the NWEA RIT scale that would be equivalent to the minimum score for proficiency on the state test. Documentation about this method can be found on our website.



TABLE 1 – MINIMUM ESTIMATED SAME-SEASON (FALL) RIT CUT SCORES CORRESPONDING TO STATE PERFORMANCE LEVELS – MATHEMATICS

MATH-Current Season					
Cut Scores and Percentiles for each State Performance Level					
Grade	Low	Intermediate		High	
	Cut Score	Cut Score	Percentile	Cut Score	Percentile
2	<b>&lt;173</b>	<b>173</b>	<b>27</b>	<b>187</b>	<b>77</b>
3	<185	185	27	201	77
4	<196	196	26	210	71
5	<201	201	20	220	72
6	<211	211	29	230	78
7	<215	215	27	237	78
8	<222	222	31	244	80
9	<225	225	33	252	89
10	<232	232	39	258	91
11	<233	233	33	259	86

\* Note: the cut scores shown in this table are the **minimum** estimated scores. Meeting the minimum MAP cut score corresponds to a 50% probability of achieving that performance level. Use the probabilities in Tables 5-8 to determine the appropriate 'target' scores for a desired level of certainty. Italics represent extrapolated data.

# Using Projected Proficiency Reports

Link to Goal Setting Worksheet	Grade	RIT	Reading Performance Category	RIT	Mathematics Performance Category
<a href="#">[Redacted] Alex</a>	8	189	Low	219	Low
<a href="#">[Redacted] yle</a>	8	223	Intermediate	235	Intermediate
<a href="#">[Redacted] ac</a>	8	229	Intermediate	249	Intermediate
<a href="#">[Redacted] Rachelle</a>	8	227	Intermediate	250	Intermediate
<a href="#">[Redacted] acheal</a>	8	210	Low	226	Intermediate
<a href="#">[Redacted] ndon</a>	8	225	Intermediate	213	Low
<a href="#">[Redacted] Jennifer</a>	8	205	Low	234	Intermediate
<a href="#">[Redacted] achary</a>	8	220	Intermediate	250	Intermediate
<a href="#">[Redacted] ey</a>	8	236	High	257	High
<a href="#">[Redacted] Kenzie</a>	8	229	Intermediate	240	Intermediate
<a href="#">[Redacted] Zachariah</a>	8	205	Low	212	Low
<a href="#">[Redacted]becca</a>	8	224	Intermediate	226	Intermediate
<a href="#">[Redacted] gail</a>	8	229	Intermediate	246	Intermediate
<a href="#">[Redacted] or</a>	8	225	Intermediate	237	Intermediate
<a href="#">[Redacted] dsey</a>	8	198	Low	230	Intermediate
<a href="#">[Redacted] Christian</a>	8	225	Intermediate	229	Intermediate

# What is this Information telling us?



- Cut Points are “estimates”
- Probabilities related to reaching “proficiency” or “advanced” levels on NeSA
- Students do not always perform similarly on two tests:
  - Motivation
  - Physical wellbeing
  - Emotional wellbeing
  - Paper format vs. Computer format
  - 80-90% chance of similar scores

# What is the PURPOSE?



- Purpose is NOT for reporting
- Better purpose is to make some preliminary estimates of proficiency in the fall based on MAP results
- Mostly for internal use
- Using MAP data to report “proficiency” defeats the purpose and design of MAP assessments
- The Major Purpose of MAP is to describe academic growth

# 2011 NWEA Norm Study

- Will be published in the summer-fall 2011
- Continue to provide stable norms across K-11
- Continue to post-stratify the norms to reflect the U.S. population
- NEW: Nebraska State norms (all states will have norms)
- NEW (maybe): Ability to customize norms to unique demographics
  - Rural Urban/Suburban
  - High Poverty
  - Ethnic Populations

# RIT & RTI – Universal Screening

- MAP and MPG can serve as Universal Screener for RTI programming.
- Currently seeking external validation from NCRTI (see web site) – expect results in spring 2011
- We expect the highest ratings based on initial analysis
- We are working diligently to make MAP and MPG more acceptable in a progress monitoring regime.



**National Center on  
Response to Intervention**

# MAP as Universal Screener: *Accuracy*

- Screeners should not over-identify or under-identify which kids are at risk
- This is “**classification accuracy**”
- If Area Under the Curve (AUC)  $\geq .85$ , measure has excellent classification accuracy
- MAP’s classification accuracy looks great in first analysis
  - *AUC is consistently above .90*

# Screening Tools Chart

Subject: Select Subject Grade: Select Grade Filter Reset

Tools ▼ ▲	Area ▼ ▲	Classification Accuracy ▼ ▲	General-izability ▼ ▲	Reliability ▼ ▲	Validity ▼ ▲	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations ▼ ▲	Efficiency				<div>COMPARE</div> <div>RESET</div>
							Administration ▼ ▲	Administration & Scoring Time ▼ ▲	Scoring Key ▼ ▲	Benchmarks / Norms ▼ ▲	
A+ LearningLink: Progress in Math	Math	<div></div>	Moderate Low	<div></div>	<div></div>	—	Group	35 - 40 Minutes	Computer Scored	Yes	<div></div>
AIMSweb	Math - CBM	<div></div>	Moderate High	<div></div>	<div></div>	—	Group	2 Minutes	Yes	Yes	<div></div>
AIMSweb	R-CBM Oral Reading	<div></div>	Moderate High	<div></div>	<div></div>	—	Individual	2 Minutes	Yes	Yes	<div></div>
AIMSweb	Test of Early Numeracy - Missing Number	<div></div>	Broad	<div></div>	<div></div>	—	Individual	2 Minutes	Yes	Yes	<div></div>
AIMSweb	Test of Early Numeracy - Number Identification	<div></div>	Broad	<div></div>	<div></div>	—	Individual	2 Minutes	Yes	Yes	<div></div>



# Recommendations

- Plan to use MAP & MPG in your RTI program for universal screening...look for results this spring from NCRTI
- Use a balanced assessment plan for the 3 tiers of RTI - one assessment will not fit the needs of all 3 tiers
- Compare assessments through the NCRTI – make informed choices
- Develop a Comprehensive Assessment Plan that includes RTI and other data needs - NWEA can assist with this
- Program called “CAPP” - **Comprehensive Assessment Planning Process**

# *Professional Development Resources*

- Using MAP Assessments — Its not about the Assessments...
- Its about INSTRUCTION — without Professional Development you will never realize the benefit of MAP Assessment
- Your District NEEDS **“Stepping Stones To Using Data”**
  - Single District Purchase - \$3200
  - Two Districts Share - \$1600 each
  - Three District Share - \$1066 each
  - Four District Share - \$800 each

# LESSONS FROM THE FIELD

- Sharing MAP Data with Parents
- Get into groups of 3 to 5...different school districts
- Share what you are doing to help parents understand MAP Assessment data
- Share out new ideas (each group share one idea)
- Look at resources from various schools around the country

